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ABSTRACT

The Office of Education Guidance and Counseling Project for Adult Basic Education in Region VII includes five state programs, each run somewhat autonomously, in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, for which joint training preparations were made. In Phase I of the Project the central staff gathered statistical data on students, classes, and teachers from the individual states and summarized this data, and also drew together descriptive material on the guidance functions of various personnel in each state; in Phase II each state outlined a proposed guidance and counseling program which would be effective at the local level. During the first year (Fiscal Year 1969) a Guidance and Counseling Master Unit was prepared, using audiovisual and printed material. Summer training workshops for counselors, and the establishment of large and small pilot centers in each state, are now part of the project. A questionnaire has been designed to be administered to guidance personnel and to adult basic education students, in order to attempt to pinpoint elements which increase the likelihood of student success in adult basic education programs. (Questionnaire is included.) (mf)

OFFICE OF EDUCATION—REGION VII
GUIDANCE AND COUNSELING PROJECT
FOR
ADULT BASIC EDUCATION

SUMMARY FOR FY'69
FORECAST FOR FY'70

ED034917

CONDUCTED BY:
EXTENSION TEACHING AND FIELD SERVICE BUREAU
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AUSTIN, TEXAS

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REGION VII
ARKANSAS, NEW MEXICO, LOUISIANA, OKLAHOMA, TEXAS

OCTOBER 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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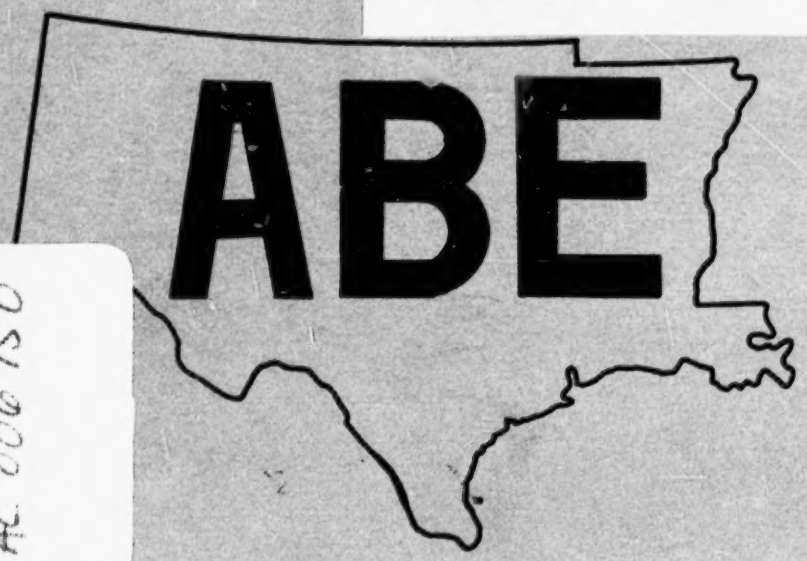

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The Evaluation of Guidance-Counseling Service in Office of Education Region VII and the Development of an Effective Guidance-Counseling Program for Adult Basic Education Students

Phases I, II, and III of the above named proposal have been completed and this report will review the events of those phases and give a forecast of the activities of the coming year.

The five State Directors and the Regional Office have contributed greatly to the successful completion of a Guidance and Counseling Master Unit and to laying the groundwork for a regional planning approach to guidance and counseling problems. Hopefully, the contacts and cooperation which have accompanied this work will last and will give impetus to long range plans for the future in Region VII.

Two pilot centers in each of the five states will be used to arrive at one or several optimum programs of operation for ABE centers; an instructional package to orient professional counselors to Adult Basic Education will be developed; and the greatest dissemination possible will be sought for the information and attitudes contained within the Teacher Awareness Master Unit.

This project is one of several funded under Section 309 of Public Law 89-750, but it is unique in that it is the only one that attempts to resolve the guidance needs for Adult Basic Education students. Therefore, I am proud and pleased to be associated with this endeavor.

William E. Barron

William E. Barron
Project Director

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INTRODUCTION

July of 1969 marked the beginning of the second fiscal year of the Region VII Guidance and Counseling Project, entitled "The Evaluation of Guidance/Counseling Services in Office of Education Region VII and the Development of an Effective Guidance/Counseling Program for Adult Basic Education Students." Because funding arrangements for 1968 were not completed until December of 1968 and January through June of 1969; a full year's work was completed in seven month's time.

This report will review the past efforts and the events of the forthcoming fiscal year. During FY 1970 every effort will be made to consolidate the gains of the previous year and profit from its mistakes. In addition, there are innovative plans which have implications for the future but which are possible and practical to complete within the allotted 12 months.

The report is divided into three sections. Part I is a review of the past year by the central project staff. Part II consists of projections by individual states for their own activities during the coming year. In Part III immediate results and long-range aspirations are discussed.

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PART I
REVIEW OF PAST YEAR

Since December 5, 1968, the following goals have been set and reached in the Region VII Guidance and Counseling Project.

1. Phase I provided baseline data for the region in terms of statistics on students, classes, and teachers, as submitted by individual states and summarized by the central project staff. In addition, descriptions were provided of the guidance functions assumed in each state by teachers, administrators, supervisors, counselors, and outside agencies; the project staff summarized these as well.

   Each state proposed action to be taken in the light of its own findings, and the central staff looked at regional implications.

   The original state reports were included as an appendix to the Phase I Report. It was in print by February, 1969.

2. Phase II followed the same format as the first phase. Each state outlined, in the light of the Phase I findings, a proposed program for a guidance and counseling program which would be effective at the local level. The central staff selected from these proposals those areas which would have significance across the region. Topics which received most attention were availability of personnel, their role and function, and the logistics of communication and dissemination.

3. Guidance and Counseling Master Unit. The culminating effort of the first year was a 20-hour package consisting of audio tapes, 35mm slides, a 16mm film, overhead transparencies, abstracts of pertinent journal articles, and a bibliography. The major subject categories in the package were designed to correspond with the major problems

affecting teachers regionally, as determined through content analysis of the state reports.

The Guidance and Counseling Master Unit was presented at five summer workshops. In June, representatives from all five states attended a teacher-trainer institute in Austin under the direction of The University of Texas, Extension Teaching and Field Service Bureau; the third week of the institute was entirely devoted to viewing the contents of the Master Unit. Representatives from Arkansas, Louisiana, New Mexico, and Oklahoma returned to their home states and served as trainers and group leaders for the teachers who attended the local workshops. Texas did not hold a local workshop; rather, the representatives from Texas were divided among the other four states.

Some interesting innovations in the use of the unit emerged at the local workshops. Central State College at Edmond, Oklahoma, used the tenth (last) unit as an introduction; their feeling was that it set the tone more effectively. Mornings were reserved for presentations by consultants from disciplines which related directly to the sections of the master unit which were to be presented during the afternoon. Arkansas, which held its workshop in Hot Springs, followed the standard format used in Texas, i.e., small groups, rather than the entire workshop, viewed the master unit. Rather than leaving after-hours discussions to chance, regular evening sessions were scheduled with the floor open to discussion of any topic related to ABE. Louisiana chose Louisiana State University as the site of its workshop; while the Austin format was used, emphasis was placed upon local referral sources.

Evaluation

At both the Regional Institute and the state workshops, with the exception of New Mexico, pre and post tests were given in connection with the

Guidance and Counseling Master Unit. This data was collected and analyzed at The University of Texas by Mr. Don Witske of the Educational Psychology Department. Mr. Witske is completing work on his doctorate; his background includes work as a psychiatric clinic specialist with the U. S. Air Force, as a psychometrist in private practice, and here at The University in data processing and analysis and in individual research. Complete analysis of this data will determine which states are emphasizing which units and where they need to bear down, and, of course, by looking at the region-wide results, which units are strongest overall.

The general plan for evaluating the pre and post tests involves looking at each item, pre and post, by states. (See Appendix A, Table I for means and standard deviations of test items by state and region. Table II correlates test items and study unit numbers for the Guidance and Counseling Master Unit.) This was done in two ways. The first was to look at the characteristics of each item and the second was to compare the pre-test scores with the post-test scores on each item via analysis of variance or correlated means T-test. The analysis of variance was performed with all states grouped together in order to determine the effectiveness of the master unit. There was a significance for each of the variables (or 21 test items), when the pre-test was compared to the post-test. That is, the post-test scores were significantly higher than the pre-test scores on all items. In only one case was the level of significance questionable. Item 16 was the least significant (at the .05 level).

These are the results of the preliminary analysis. The analysis of variance by state may reveal more guidelines for refining the master unit and/or for presenting it.

Dallas Meeting

The first activity for FY 1970 was the regional planning meeting held in Dallas August 19, 20, and 21. The chief tasks of the participants at this meeting were: (1) looking constructively at the mistakes, as well as the successes, of the past year, and (2) planning for the coming year. Rather than give a verbatim report of the meeting, the main areas of concern, plus those ideas which seemed most innovative, are given below:

1. Funding

   It was pointed out that much more money is needed to solidify the gains already made, to say nothing of undertaking new work on a scale commensurate with the needs and the possibilities of the region. Application by the individual states for mini-grants to study specific problems related to the general guidance and counseling project was advocated. In the event that these are not approved, some state representatives suggested the collection and dissemination of all pertinent studies already completed at the local level as part of the task for 1970 local summer workshops.

2. Development of University Support

   One Region VII school, Central State College at Edmond, Oklahoma, is ready with an adult education program which is designed to grow rapidly into an M. A. program. If funds are procured, this academic program will be a reality.

   Various plans were discussed for overcoming the problem of getting university credit for summer institutes. If credit could be arranged, an ABE Guidance Institute seems a logical next step.

3. A considerable amount of time was devoted to discussion of the ideal counselor for ABE. Should he be expected to provide vocational

guidance as well as personal counseling? Might not a para-professional be utilized to relieve the counselor of time-consuming clerical work which keeps him from the student? If high school counselors are drafted for work in ABE, it was felt that they would need a broader base in vocational guidance, one that would include jobs perhaps not considered by today's typical high school graduate and particularly those opportunities available in the local district. In addition, high school counselors would require extensive training in marriage and family counseling (the latter perhaps in a group setting). A third area where these counselors might lack training is that of legal and financial problems.

If vocational counselors are brought in, they must be familiarized with the teacher-pupil relationship and made aware of their role as consultant to the teacher. Vocational counselors might require training in the learning process itself, an area with which school counselors are already familiar. With a really utopian look at the future, a special ABE counselor was envisioned, one whose training would combine the best features of both public school counseling and vocational or rehabilitation counseling with perhaps an internship at an ABE learning center. This possibility lies far in the future and must wait upon, or at least develop in conjunction with, credit courses at a significant number of universities and colleges in adult education; nevertheless, it was felt that this might be the ultimate solution to the problem.

4. The promotion and development of programs to recruit and best utilize para-professionals and/or volunteers was favored by many participants.

5. The difficulties of disseminating the information gathered up to this point, especially that contained in the Guidance and Counseling Master Unit, were discussed at length. The public schools prefer to conduct their in-service training at the beginning of the school year, of course, and there are not enough of the Guidance and Counseling Units to go around so that every teacher may view the contents in September. Some states planned to divide the kits into thirds or even individual units and, by circulating sections rather than the whole kits, reach more teachers. Others planned to conduct in-service sessions throughout the year rather than just in September.

PART II
PROJECTIONS BY STATES FOR FISCAL YEAR 1970

During Fiscal Year 1970, four parallel activities will take place:

Parallel I. Implementation of a total guidance/counseling program in two pilot centers in each state, one large and one small; to determine the most effective means of developing such an overall program in a local center.

Parallel II. Development of a Counselor Orientation Instructional package emphasizing adult orientation as well as the concepts of Adult Basic Education.

Parallel III. Utilization of the Teacher Training package developed in Phase III of F. Y. 1969. Thirty-five hundred teachers will be exposed to the full content of the training package by May 1970.

Parallel IV. Workshops in each state, utilizing the teacher trainers who attended the Regional Workshop in Austin, Texas, to present in-depth material in guidance and counseling to teachers and counselors in all programs in each state.

Reporting

In order to facilitate long-range regional planning, exchange of ideas, and a prompt meeting of deadlines, each state will submit periodic reports. On the last day of each month, beginning November 30, each state will submit to The University of Texas a narrative account of the activities of the preceding month in terms of progress made toward goals set by each state.

It is not anticipated that each state will devote an equal amount of time to each parallel activity during any given month; the reports should reflect the major accomplishments or setbacks of that month. These will be

abstracted by the central project staff in Austin and copies mailed to all participants as rapidly as possible so that each can benefit from the successes and failures of the others.

In addition to the 30-day reports, the following will be made:

Due October 22

1. Overall plans for the coming year from each state
2. Suggestions for the counselor package

Due December 1

1. Status report--U.T. to get this information summarized and back to the states by February 1.

April 1

Final format for counselor package will be decided.

June 1

Counselor package ready.

Following are plans for F.Y. 1970, by state, as submitted.

ARKANSAS

PROPOSED ACTIVITIES AND PLANS FOR 1969-1970, IN CONJUNCTION WITH THE GUIDANCE AND COUNSELING PROJECT OF THE UNIVERSITY OF TEXAS AT AUSTIN

I. Introduction

The Adult Basic Education Department in Arkansas has, in 1968-1969, cooperated with, and participated in the Guidance and Counseling project, funded through The University of Texas at Austin, for Region VII. The development of the "awareness package" and the implementation of the state workshops have been valuable experiences for Adult Basic Education personnel in Arkansas.

It is anticipated that the pilot centers and the continued in-service training, proposed for 1969-1970, will be received with the same enthusiasm.

II. Pilot Centers

A. Small Center

The Newport Special School District, in Jackson County, will be the site of our small pilot center. The ABE program at Newport will consist of two teachers and thirty students. Classes will meet two nights per week for three hours each night.

There will be a part-time supervisor working with the program. At this point we do not know whether a counselor will be available for the program or not.

B. Large Center

Little Rock Vocational School will serve as the large pilot center. This program will involve approximately 350 students and 10 teachers. The ABE program at the Vocational School consists of both day classes and night classes. The day classes will meet six hours per day, five days each week. Night classes meet 3 hours

per night, two nights each week, (night classes are conducted on Monday, Tuesday, Wednesday, and Thursday nights).

Supervision consists of one full-time supervisor and two part-time supervisors. The program will employ a part-time professional counselor.

Presently in operation at the Little Rock Adult Vocational School is a Learning Center. The Center is equipped entirely with programmed materials, both hardwares and softwares. The Center is housed in a 28' x 28' room and contains 15 listening carrels in units of five, installed against three of the walls of the room.

The equipment and programs used in the Center have been an almost immediate success.

1. Planned Activities for the Pilot Centers

   a. In-Service Training

      Each professional staff member in the Center will received approximately twenty hours of in-service training built around the Guidance and Counseling Awareness Package. This in-service training will be conducted at night or on weekends, depending upon the convenience of the teachers.

   b. Research and Gathering Data

      Baseline information will be compiled on each student, progress of students will be carefully charted, and it is hoped that through individual interviews with students that valuable information can be gained on value of services offered and on services that are lacking, but should be offered.

Research will be conducted through the suggestions and under the direction of our consultants. The type and extent of research is to be planned at a later date.

III. Area Workshops

Present plans are for approximately seven area workshops to be held throughout the state. These workshops will be of one-day duration.

The workshop will be designed to include all ABE personnel from the local level. Agenda will include administrative data for administrators and supervisors, bookkeeping and other pertinent information for secretaries, portions of the Guidance and Counseling Package for teachers and counselors (the parts of the G & C Package to be used will be determined by a survey of teachers and counselors in the area in which the workshop will be held).

Teacher trainers who attended the Austin Institute will be used, along with state staff and other selected personnel, to conduct these workshops.

The area workshops will be evaluated and results compiled in booklet form.

IV. Utilization of Other Personnel

A. University consultant, Dr. Alvin McRaven, and Mr. Jim Franks, State Department Guidance and Counseling Supervisor, will be used in planning, conducting, and evaluating all activities related to the Guidance and Counseling Project.

B. One graduate student at Arkansas State University will be available to monitor activities in the pilot centers. This person will be used as a research specialist, and in any other area as the need arises.

C. We expect to have from 30 to 35 certified counselors working on

the local level in the ABE program. These people will be valuable in gathering data for information to be used in a counselor training program.

D. There will undoubtedly be times in working with the pilot centers and in conducting the in-service training, when outside consultants can and will be used.

V. Summary

The two pilot centers plus the program of in-service training, should serve a two-fold purpose. (1) Information will be gathered that will be pertinent to bring about change and expansion in our program. (2) Teachers and other ABE personnel will be receiving much needed and long overdue training.

If no more than these two objectives are accomplished, the time will have been well spent.

LOUISIANA

September 25, 1969

Dr. Robert Wood
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Project Administrator
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Dear Dr. Wood:

For your information, Mr. Robert L. Kirkpatrick is the graduate student assistant to work in connection with the Guidance and Counseling pilot centers. Mr. Kirkpatrick is a graduate student enrolled at the Francis T. Nicholls State College, Thibodaux, Louisiana. He is under the direction of Dr. Carroll W. Eubanks, who is head of the Psychology and Counselor Education Department. Dr. Eubanks' telephone number is Area Code 504, 447-9071, Ext. 313, Thibodaux, Louisiana.

The two Guidance and Counseling centers are as follows:

Lafourche Parish Guidance and Counseling Center, which will represent the smaller of the two centers. Mr. Paul Gaudet, Supervisor of Adult Education for the parish, is in charge of the Guidance and Counseling organization and functions. At this center, in addition to the ABE teachers, there will be a certified high school Guidance Counselor who will counsel two classes at one school without teacher counseling. He will also visit teachers of adults throughout the parish, giving them the assistance that may be needed in the field of Guidance and Counseling for the undereducated adults. This certified counselor is Mr. George Babin, Counselor at the West Thibodaux Junior High School, Thibodaux.

The above described plan was developed with the parish Supervisor of Adult Education, the principal of West Thibodaux High School, Mr. Babin, Dr. Eubanks, our area supervisor, Mr. John Casteix and myself.

The other Guidance and Counseling center (the large one) is located in Rapides Parish at the Skill Center, 600 Jackson Street, Alexandria, Louisiana, of the Rapides Parish School Board. This Skill Center has recently been established for Adult Education. Some 500 students will be enrolled in various Adult Education programs. There will be at least 250 students enrolled as ABE students. Mr. Rudy L. Landry is Director of this center. Mrs. Lucille Peach, Supervisor of Adult Education in Rapides Parish, is the over-all consultant of all of the activities in this center. Besides offering academic courses for ABE students, there will be specialized services to include:

a. Speech and Hearing Clinic

Dr. Rob[illegible] Wood September 25, 1969

b. Reading Clinic
c. Visual Handicapped Clinic

Inasmuch as daytime classes will be conducted as well as evening classes, it has been arranged to have only the evening classes of ABE students to receive guidance and counseling services from the certified high school counselor as well as guidance and counseling services from their respective ABE teachers. The morning classes or daytime classes will receive guidance and counseling services only from the ABE teachers and not from a certified high school counselor. It will be interesting to compare the difference in accomplishments.

We have recently obtained agreements between our Assistant State Superintendent of Curriculum and Instruction in the State Department of Education and the parish superintendents of the respective parishes where the two pilot centers are located. Some very interesting and important suggestions were offered by the two parish superintendents at separate meetings when discussing the proposals of said centers. Excellent cooperation can be expected, based upon their remarks, attitudes, and offering to help make the project a success.

Upon the completion of conducting area workshops in the two pilot center locations for all ABE teachers in the surrounding parishes, specific workshops will be conducted to train ABE teachers and counselors in the field of Guidance and Counseling services for the two pilot centers. Shortly thereafter, specific applications of operational procedures in Guidance and Counseling will be initiated by the teachers and/or counselors. We are now developing evaluation criteria to be used for statistical and narrative reports from each teacher at the end of the project period. We are getting real support for these projects.

Sincerely,

C. C. Couvillion
Assistant Director
Adult Education

CCC:vrw

cc: Mr. Earl L. Hammett

PLAN OF OPERATION
FOR
PRESENTATION OF THE GUIDANCE & COUNSELING
TEACHER AWARENESS PACKAGE

The Guidance and Counseling instructional package was designed with the purpose of creating teacher awareness in the field of guidance and counseling among Adult Basic Education teachers. Since there are not enough available ABE counselors at the present time, awareness of guidance and counseling techniques should be created among adult basic education teachers so that they can better guide their students when necessary and better understand needs and problems in an effort towards meeting student goals and improving instruction and progress.

The plan of operation presented here is the final phase of the Guidance and Counseling Special Project which has as its primary goal to present the teacher awareness program to over 500 local ABE teachers in Louisiana during this fiscal year. In order to accomplish this, a series of nine area workshops will be held throughout the state beginning in October with subsequent local in-service training meetings as needed.

The teacher workshops shall consist of nine instructional hours conducted in one day sessions on Saturday, three three-hour workshops, or a combination of the two. The type and date shall be determined after consulting local supervisors in each area.

The series of training programs will be conducted by seven teacher-trainers who were initially exposed to the package at The University of Texas in June, and served as group leaders in the presentation of the program at the adult basic education institute at L.S.U. in July. They are as follows:

Mrs. Laverne Gresham, Northwest Area Supervisor of Adult Education; Mr. George Bertrand, Supervisor of Adult Education

in Acadia Parish; Mr. Jimmie Ellis, Supervisor of Adult Education, Jefferson Parish; Mr. Charles Loeb, Jr., Supervisor of St. Landry Parish Adult Education Program; Mr. Jim Soileau, Supervisor of Adult Education, East Feliciana Parish; Mr. Carl D. Spears, East Baton Rouge Parish Supervisor of Adult Education; and Mr. Walter Wright, Supervisor of Adult Basic Education for Orleans Parish.

Mr. Claude C. Couvillion and Mr. Robert W. Boyet of the Adult Education Section, State Department of Education, shall act as project director and workshop coordinator, respectively, for the training program.

Funds to attend the workshop and to implement the program will be furnished from each local ABE program and supplemented by special regional funds from The University of Texas. Teachers participating in the workshop may be reimbursed by their local parish program at the rate of $5.00 per hour plus travel expenses. Payment of teacher-travel is left to the discretion of the local supervisor. The seven teacher trainers shall be paid a consultant rate of $100.00 per nine hour workshop. This consultant fee will be reimbursed out of special regional funds from The University of Texas. Total cost for consultant fees for the nine workshops shall be $3,600.00.

WORKSHOP FORMAT

Session 1--"Awareness of the ABE Student"

I. Introduction to Program

II. Characteristics of the ABE Student

- A. Statistical Characteristics
- B. Human Characteristics
- C. Educational Characteristics
  1. Reasons for adult in school

D. Factors which are different in working with adults

III. Needs & Problems of the ABE Student

A. Human Needs

1. Biological & Survival Needs

2. Emotional Needs

3. Higher Order Needs

B. Educational & Social Needs

C. Problems of ABE Student

1. Educational, domestic, health, vocational, financial, community, psychological

Session 2--"Teachers' Role in Meeting the Needs and Problems of the ABE Student"

I. Teacher's Role in Guidance

A. Thrust of Program

B. Relation to Instruction

C. Guidance Techniques

1. Use of referral services

II. Other Problem Areas for Teachers

A. Drop-outs

B. Testing

C. Curriculum

Session 3--"Guidance and Counseling for ABE Students"

I. Proposals

A. Teacher Awareness Workshops 1969-70

B. Special Experimental Projects 1969-70

C. The development of an operational procedures manual 1969-70

D. Use of the manual 1970-71

II. An overview of individual and group guidance services.

Break--15 minutes

III. Basic principles in interviewing ABE students.

IV. Development of students' individual programs of objectives

V. Evaluation of accomplishments in ABE guidance and counseling, 1970-71

VI. Remarks on benefits of home visits.

VII. Establishing and developing home libraries among ABE students.

SCHEDULE OF AREA WORKSHOPS

Area Workshop 1

Northwest Area; Benton, Louisiana; 7 Group Leaders

6 Parishes--110 participants (plus 6 supervisors)

(Caddo 31; Bossier 37; Webster 10; Claiborne 4; Bienville 10; DeSoto 18)

Area Workshop 2

Northeast Area; Monroe, Louisiana; 3 Group Leaders

8 Parishes & 1 City System--40 participants (plus 9 supervisors)

(Union 6; E. Carroll 2; Madison 1; Richland 2; Ouachita 7; Monroe 6; Lincoln 6; Jackson 8; Winn 2)

Area Workshop 3

Central Area; Alexandria, Louisiana; 4 Group Leaders

7 Parishes--65 participants (plus 7 supervisors)

(Natchitoches 18; Grant 3; LaSalle 3; Concordia 7; Avoyelles 3; Rapides 30; Vernon 1)

Area Workshop 4

Southwest Area; Lake Charles, Louisiana; 4 Group Leaders

4 Parishes--56 participants (plus 4 supervisors)

(Beauregard 9; Calcasieu 28; Allen 5; Jefferson Davis 14)

Area Workshop 5

Southcentral Area; Lafayette, Louisiana; 7 Group Leaders

7 Parishes--150 participants (plus 7 supervisors)

(Evangeline 12; St. Landry 27; Acadia 35; St. Martin 12; Iberia 32; Lafayette 19; Vermilion 13)

Area Workshop 6

Capitol Area; Baton Rouge, Louisiana; 4 Group Leaders

7 Parishes--59 participants (plus 7 supervisors)

(W. Baton Rouge 4; Pointe Coupee 3; Iberville 8; Ascension 6; E. Baton Rouge 27; W. Feliciana 4; E. Feliciana 7)

Area Workshop 7

Southeast Area; Hammond, Louisiana; 3 Group Leaders

5 Parishes & 1 City System--50 participants (plus 6 supervisors)

(Washington 4; St. Tammany 13; Bogalusa 4; Tangipahoa 22; St. Helena 3; Livingston 4)

Area Workshop 8

Deep South Area; Thibodaux, Louisiana; 3 Group Leaders

5 Parishes--45 participants (plus 5 supervisors)

(Lafourche 12; Terrebonne 15; St. John 3; St. James 4; St. Mary 11)

Area Workshop 9

Metropolitan Area; New Orleans, Louisiana; 7 Group Leaders

3 Parishes--103 participants (plus 3 supervisors)

(Jefferson 42; Orleans 56; St. Bernard 5)

TEACHER-TRAINER WORKSHOP NUMBER

	1	2	3	4	5	6	7	8	9
LaVerne Gresham	X	X	X		X	X			X
George Bertrand	X	X	X	X	X				X
Jimmie Ellis	X		X		X		X	X	X
Charles Loeb, Jr.	X			X	X	X		X	X
Jim Soileau	X	X			X	X	X		X
Carl Spears	X			X	X	X	X		X
Walter Wright	X		X	X	X			X	X

COUNSELOR PACKAGE

Suggested items to be included in the package for Counselor Orientation in the ABE program.

1. History of Adult Basic Education up-to-date, National, State and Local.
2. The developments of the special Guidance and Counseling project in Region VII, State and two local pilot centers.
3. Statistical information about the ABE students and other adults to be reached--Region, State, and Local.
4. Characteristics of ABE students.
   a. Average age by ranges
   b. Mean academic education level
   c. Percent men--percent women
   d. Percent white--percent non-white--percent others
   e. Reasons for enrolling in an ABE class.
   f. Percent enrolling for job or job improvement
   g. Percent enrolling for other than employment reasons

h. Percent dropouts

i. Reasons for dropping out

j. Percent rural students _____ urban _____

k. Types of experiences

l. Their individual interests.

m. Attrition rate

5. Teachers

a. Percent college degrees attained: Bachelor, Masters, Doctorate

b. Percent full-time with ABE

c. Percent part-time with ABE

d. Average years of experience in teaching adults in formal school system

e. Percent men--Percent women

f. Attrition rate

6. State Adult Education Program Organization

a. Purpose

b. Staff

c. Duties of staff members

7. Local Administrative and Supervisor Staff

a. Full-time

b. Part-time

c. Duties

8. The need for counseling in Adult Education

9. The nature of counseling as compared to that with children and youth

a. An adult has a different self-concept from the youth when he comes into a learning situation

b. An adult comes into a learning situation with a body and mind of experiences

c. An adult enters into a learning situation with a different set of developmental tasks. For the adult, developmental tasks can be broken down generally into three--early years (16-30); middle adult years (31-55) and later maturity (over 55)

d. An adult enters into a learning situation for immediate use of the learning and guidance to solve immediate life problems. Adults learn today for today. Youths usually learn today for tomorrow.

e. An adult enters in the learning situation voluntarily.

f. Most enrollees in ABE classes have not had the experience of being counseled, interviewed or helped through guidance and counseling. It is entirely new to most of them.

10. The home visits and their importance

The positive rapport that develops between a counselor and the adult student. It also does away with having to ask certain questions, sometimes embarrassing ones, during an interview.

Home visits flatter and add prestige to the family members whom a counselor or teacher of adults visits. They give rise to the development of interest and follow-up action.

11. The objectives that can be carried on by student group action, such as home beautification campaigns in the community.

12. The possibility of causing each student to begin to collect reading materials (volumes) in an attempt to develop or expand the home library.

13. The importance of developing with each student a program of objectives in writing to be accomplished.

14. The knowledge that the teachers of adults have about the adults, such as individual differences, interests, experiences, responsibilities, and abilities.
15. Records and reports.
16. The evaluation of the results of Guidance and Counseling services to ABE students.
17. Referral resources (list).
18. Requirements of teachers making remarks to include outstanding accomplishments, difficulties encountered and recommendations.

NEW MEXICO

ADULT BASIC EDUCATION
Guidance and Counseling Project FY '70

I. Pilot Centers

A. Albuquerque, New Mexico

Technical-Vocational Institute
525 Buena Vista, S. E.
Albuquerque, New Mexico 839-342-3782

ABE Administrator: Mr. Harold Jackson

ABE Supervisor: Mr. Cleto Duran

B. Las Vegas, New Mexico

Las Vegas City Schools
917 Douglas Avenue
Las Vegas, New Mexico 87701

ABE Administrator: Mr. J. D. Vasquez

ABE Supervisor: Mr. Cipriano Aguilar

II. Sampling

	Total Beginning	Total Ending
A. Albuquerque	120	60
B. Las Vegas	60	30
C. Control Group	60	30

III. Personnel

A. State Director: Mr. Thomas M. Trujillo
New Mexico State Department of Education
Santa Fe, New Mexico 87501 505-827-2427

B. Project Director: Mr. Philip Felix
New Mexico State Department of Education
Santa Fe, New Mexico 87501 505-827-2427

C. University Consultant: Dr. James Gibson
College of Artesia
Artesia, New Mexico 88210

D. G & C Personnel: Mr. Sidney Tanen
New Mexico State Department of Education
Santa Fe, New Mexico 87501 505-827-2427

E. Graduate Students: Mr. Ron Wegelin
3213 Louraine
Santa Fe, New Mexico 87501 505-982-9612

Mr. Peter Suazo
2816 Calle Princessa Juana
Santa Fe, New Mexico 87501 505-983-5756

IV. Objective

To develop a plan of operation that can be replicated in any Adult Basic Education center as part of the total guidance and counseling program within the State of New Mexico.

V. Methods

A. Modification of the guidance and counseling package as time and finances allow.

B. Presentation of package to teachers in the New Mexico ABE program to develop in them the guidance awareness so vital to the program.

C. An in-depth development of a learning unit on family and social living to form basis for group guidance sessions. Outgrowths of this unit would be some small group counseling by qualified counselors and some counselor-teacher interaction.

D. An in-depth study of motivation and goals of ABE students--such knowledge to aid ABE personnel in planning programs, recruiting students, and maintaining enrollment.

E. Compilation of data from biographical data sheets for regional, state and local studies and recommendations based on this data.

F. Direction of testing program--use of Place ABLE, ABLE I and ABLE II for placement and evaluation--Interpretation of results to students and ABE personnel--Recommendations based on testing results--administration of ABLE III and SAT to some students in advanced level classes to assist in norming.

G. Increased vocational guidance for ABE students due to established regional technical-vocational schools in both pilot areas.

H. Such other guidance and counseling functions as may be deemed feasible by the guidance and counseling team as time and finances allow.

VI. Success Criteria

A. Pre- and post-testing of students.

B. Counselor observations and evaluation.

C. Teacher evaluations.

D. Student evaluations.

E. Such other criteria as may be deemed feasible.

OKLAHOMA

OKLAHOMA PLAN OF OPERATION FOR THE STATE

In order to apply the efforts of the Guidance and Counseling Special Project to the present "on going" Adult Basic Education program in Oklahoma, we are planning to extend the activities to all thirty-four centers, concentrating and reporting on the center in Pryor as the small center and on the Tulsa center as the large one.

Oklahoma has invited all state schools who are planning an Adult Basic Education program to become a part of a cooperative center. Each school selecting the center must be conveniently located. The services available from the Learning Resource Cooperative Center are: accounting, payment for instruction, materials and program direction. In recent communication from the various schools, there are indications that this plan is very well accepted. The local Adult Educational Director would be participating in the organization and conduct the local groups.

Where the cooperative programs are now in operation, it is found that they relieve the local school of much accounting and record keeping made necessary by the funding contract. Through the Cooperative Center services, students may study on an individualized plan or in a group. Students have the privilege of completing the eight grades, studying to pass the General Educational Development Test, or completing the requirements for their Adult High School diploma as well as general remedial education and self-improvement.

Recruitment of students will come through a working relationship with various agencies such as the following: Literacy Councils, Churches, Public Welfare, Business, Industry, Community Action, Concentrated Employment Programs, M.D.T.A., Bureau of Indian Affairs, N.A.A.C.P., Employment Security, Libraries, Civil Defense, Veterans Administration,

Work Incentive Programs, and former ABE students. A data card with the necessary information concerning the adult will be filed on each new enrollee (see Data Card for information). This card results in the adult becoming a member of an Adult Learning Resource Center continuing student body, with an educational home and continuing educational plan. This data collected from the Adult Student Record Card by the teacher enables the director-counselor of the Adult Learning Resource Center to organize adults in study discussion groups formed around their problems of health, consumer education, etc. These groups may also include any interested persons of the sub-neighborhood center.

Through this guidance, counseling, and curriculum building process, students have the opportunity to become members of the reservoir of potential enrollees for the job training programs. Hopefully, this referral process at the local level will be such a coordinated effort that it will allow the adult student body to become participating persons in the community through a functional linkage of agencies, civic groups, and institutions. From this group needed local leadership should emerge in various areas.

INDIVIDUALIZED STUDY

A program of individual instruction is perhaps the most used method of instruction in any adult basic education program.

The individualized instruction concept is developed upon the enrollee's stated objectives or goals. The individual's abilities are assessed by means of a standardized achievement test, then a meaningful curriculum is planned upon the student's reason for entering school, ability, vocational status or desires, and general interests. To assure the student of progress and success, an evaluation system is often established at this time.

Individual instruction does not mean the teacher is no longer needed. However, he is not the primary giver of information but may be considered the facilitator and education decision maker, counselor, supervisor or test administrator. He must establish rapport and see that the student is working toward his primary objectives.

The teacher will establish a working relationship whereby the student depends upon the program and audio-visual aids for instruction on a one-to-one basis, but remaining aware that he may receive the necessary help from the teacher. This concept of instruction has many advantages. The student is placed at a level whereby he achieves immediate success, further motivating the adult student as a result of his success. Also students are more at ease where there is no fear or frustration of competition. The adult student is involved in the planning and selection of materials, students on various levels may be taught at one time, their progress depends upon the individual, new students may enter the program at any time, and goal achievement is continuous.

This concept of study demands that the teacher has a better understanding of each student and his individual needs as the student perceives them. The teacher will constantly evaluate progress and select appropriate new materials, at the same time assisting the student in becoming active through self-evaluation.

This mode of instruction is not without problems. It becomes necessary that the teacher find ways to incorporate a variety of approaches, activities which make student involvement easier, and learning experiences based on the student's personal interests, previous experiences and readiness for the new task to be learned.

ABE ENROLLEE INFORMATION CARD

1. Name _____ 2. Address _____
   Last First Middle Street or Box City Zip

3. Phone _____ 4. Sex _____ 5. SSN _____ 6. Entrance Date _____

7. Present & _____ 8. Employer _____
   Previous _____ _____
   Occupation _____ _____
   _____ _____

9. Age _____ 10. Date of Birth _____ 11. Place of Birth _____

12. Married _____ Single _____ Other _____ 13. Number of family at home _____

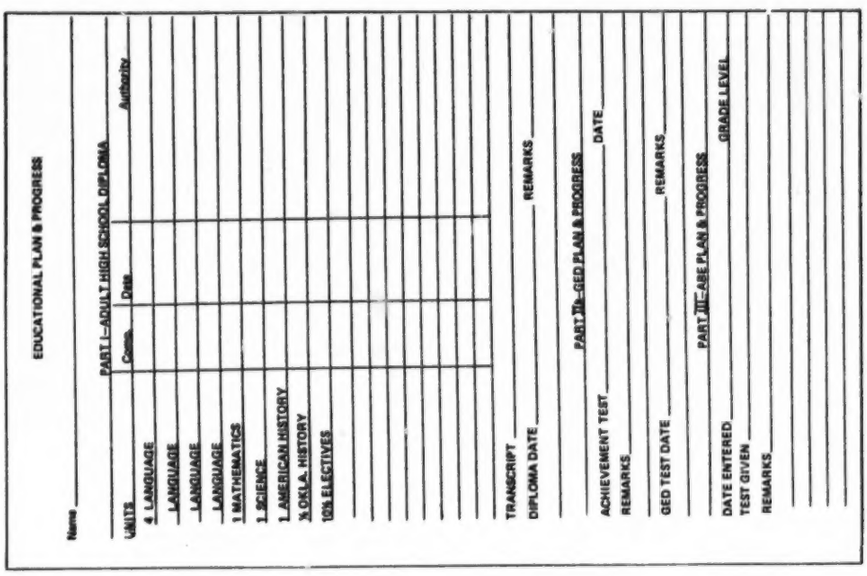
14. Last School Attended _____ 15. Grade _____

16. Educational Plan ABE ____ GED ____ AHD ____ 17. Educational Record _____

18. Vocational Work Plan _____
_____

19. Interests _____

20. Remarks– Referred to ABE by _____



GUIDELINES FOR THE ACCREDITATION OF OKLAHOMA PUBLIC SCHOOLS ADULT EDUCATION SERVICE CENTERS FOR THE ISSUANCE OF THE ADULT HIGH SCHOOL DIPLOMA

I. The Adult Elementary School Certificate and Adult High School Diploma shall be issued by the public school systems which have been approved by the Oklahoma State Department of Education Section of Adult Education. The entrance into the High School Equivalency Certificate Program and recommendations for Certificate issuance to State Office of Adult Education shall also be a function of the approved Centers.

1. The public school systems approved shall have an administrative unit with a qualified director of adult education responsible for the organization, administration, record keeping and reporting of the program.

2. Adult Education instructors shall be temporarily recommended for certification by Oklahoma State Director of Adult Education until adequate certification standards are developed.

3. Public school programs approved shall be of sufficient size to warrant a continuous program of adult offerings. When feasible, a cooperative program of multiple school districts shall be established and a base school district shall be designated as the accrediting agency.

4. The services of testing, counseling and evaluation for adult students shall be adequate to meet the needs of the adult educational program.

5. Materials and instructional services shall be adequate to meet the needs of the adult educational programs.

6. The approved Adult Education Center shall file with the Adult Education Division an annual report similar to the Secondary Education Accrediting Report.

II. The High School Equivalency Certificate shall be administered by the Section of Adult Education, State Department of Education. The administration of the approved program shall be coordinated with the Adult High School Diploma Program in approved Centers.

III. CURRICULUM OBJECTIVES

The subject areas within the curriculum should be so structured that the two major goals can be realized by any individual enrolled in the program regardless of his academic assets. These goals are:

1. The acquisition of academic knowledge realized through the completion of a certain basic curriculum.

2. The acquisition of a specific skill that would provide him with greater potential for employment.

These two objectives can be implemented provided the following philosophy with regard to these two areas is accepted:

GOAL ONE: To assure a measure of academic excellence, a basic curriculum taught by instructors holding university or college certification, as well as state credentials, should be provided. This basic program should involve the following areas: social studies, basic mathematics, language arts, science and the humanities. This basic curriculum would comprise approximately 50 per cent of the total curriculum.

GOAL TWO: To provide the individual with greater potential for employment and to enhance the individual's ability to compete in our fluid economic structure, programs must be provided to train, re-train, and/or upgrade each program participant. Credits toward a high school diploma would be given for these classes. The units of credits given would be based on the degree of the skill and the competency involved.

IV. POLICIES

1. Eligibility - Any adult or out-of-school youth 21 years of age or over who is not a high school graduate.

2. A minimum of four (4) credits must be earned in the Adult Center from which the diploma is granted.

3. Under no circumstance will a student be eligible to receive a diploma through the Adult Education Program prior to his original graduation date.

4. Satisfaction of the following minimum specific subject requirements for Adult High School completion may be met only by completion of regular classes conducted in a high school, approved Adult Education Center, by approved correspondence or extension courses, by Adult Centers standardized testing in specific subject areas.

4 units in Language Arts
1 unit in Math
1 unit in Science
1 unit in American History
1 unit in Oklahoma History, Government, Citizenship

A maximum of ten (10) elective units or twenty (20) elective credits may be granted by interpretations of paragraphs 6 through 9. These credits may be granted from any of the paragraphs or a combination of all the paragraphs.

5. A candidate for the Adult High School Diploma may be granted credits by performing satisfactorily on a standardized test in a specific area of study such as, Algebra I, United States History, 9th grade English, Biology, etc. To justify granting a credit, the student must score at the grade equivalent equal to the credit being granted or at the 50th percentile or above on the specific area test.

6. Agencies from which courses are applied toward completion of Adult High School Diplomas shall be accredited by the Oklahoma State Board of Education.

7. Credits may be granted for educational training and experiences with the military services in accordance with the recommendation of the Commission on Accreditation of Service Experiences of the American Council on Education. Please consult the following book: Cornelius, P., A Guide to the Evaluation of Educational Experiences in the Armed Services. Washington, D. C.: American Council of Education, 1968.

   A written documentation of such training shall be required. In an effort to evaluate the military educational experience in relation to the Oklahoma State Department of Education's Annual Bulletin for Elementary and Secondary Schools, one credit may be granted for each 36 hours of training that terminates with a certificate or proficiency. Two (2) credits or one (1) unit may be granted for Basic Military Training.

8. Credits may be granted for work experience provided it can be related to Industrial-Vocational-Technical courses approved by the Oklahoma State Department of Education. One (1) unit or two (2) credits may be granted for 6 months of acceptable work experience. The Credit Review Committee will be authorized to make recommendations on work experience not included in the accredited courses. The Credit Review Committee will consist of three (3) members with one (1) representative from each of the following three professional areas: high school principal, director of adult education, and State Department of Education.

9. Vocational training obtained from sources other than a high school course of study may be evaluated for elective credits upon the judgement of the Adult Education Center Counselor and the local school administrator. Vocational training will include training by private industries, churches, government agencies, schools, or any type of formal education that can be verified. A written documentation for such training shall be required. The basis for evaluation will be one credit for each 36 hours of training that terminates with a certificate or proficiency.

10. If any individual under 21 years of age applies for admission to the Adult High School Program the high school principal of the district in which the student resides will be contacted. That

principal will then decide if that student may attend adult classes, what courses he shall be assigned to take to graduate from that high school; or, he may release the student for Adult School Counseling.

11. Professional Staff. The regulations and requirements concerning the professional staff shall be the same as set forth in State Bulletin Number 113-0 except that qualifications of teachers of non-credit courses shall be subject to the discretion of the local governing board.

12. Counseling and Library Services. Adult centers shall provide counseling services adequate to the effective formulation of realistic individual programs of study.

13. Guidance. Guidance and counseling services comparable to the day school should be offered to adult students. (1) The record of credits. (2) He will determine the number of units of credit to be earned by the candidates and specify the fields or areas of subject matter in which these units of credit must be taken and will inform the candidates of the requirements. (3) When a counselor is satisfied that a candidate has successfully completed all the requirements for high school graduation, he will recommend to the administrator that a diploma be issued.

14. Administration. The program is to be administered by a chief administrator in charge of the program. When he is satisfied that the candidate has successfully completed all requirements for high school graduation, he will recommend to the proper authorities and the board of education that a diploma be issued.

15. Facilities. All facilities, such as library and cafeteria services, should be available on the same basis as in the day school.

16. Finance. Adult education should be financed through state, local and tuition sources and federal sources when they become available.

17. Diploma. An Adult High School Diploma is to be issued by the local school district and awarded with provisions for a transcript to be a part of it.

STATE OF OKLAHOMA

State Department of Education

D. D. CREECH, Superintendent
E. H. McDONALD, Asst. Superintendent-Administration
JAKE SMART, Asst. Superintendent-Instruction
EARL CROSS, Asst. Superintendent-State Federal Programs

Oklahoma City, Oklahoma . 73105

POLICIES AND PROGRAM
OF
THE OKLAHOMA DEPARTMENT OF EDUCATION
FOR
THE ISSUANCE OF THE
CERTIFICATE OF HIGH SCHOOL EQUIVALENCY
BASED UPON
GENERAL EDUCATIONAL DEVELOPMENT TESTS

Address all Communications to
Joe E. Timken, Director
Section of Adult Education
State Department of Education
310 Will Rogers Bldg.
Oklahoma City, Oklahoma 73105

OKLAHOMA STATE DEPARTMENT OF EDUCATION
D. D. CREECH, STATE SUPERINTENDENT
OKLAHOMA CITY, OKLAHOMA

POLICIES OF THE STATE BOARD OF EDUCATION FOR THE ISSUANCE OF A HIGH SCHOOL EQUIVALENCY CERTIFICATE ON THE BASIS OF THE GENERAL EDUCATIONAL DEVELOPMENT TESTS.

On June 11th, 1965 The State Board of Education, by authority vested by the Legislature, authorized the Division of Instruction of the State Department of Education to inaugurate a plan to enable those residents of Oklahoma, who are eligible, and have not completed their formal high school education, to receive a Certificate of High School Equivalency. The plan became effective September 1, 1965.

DEFINITION

The Certificate of High School Equivalency is a credential certifying that the holder has shown evidence of general educational development equivalent to a liberal high school education as revealed by scores made on the General Development Tests. It is equivalent to a high school diploma but cannot be exchanged for one. It may be used to secure employment or an advancement in the job already held. It is not to be used as a credential to satisfy admission requirements to colleges and universities.

ELIGIBILITY

The State Board of Education issues a certificate of high school equivalency on the basis of the GED tests, to service personnel, veterans, and non-veteran adults, provided applicant meets the following requirements:

1. An applicant must be a bona fide resident of the State of Oklahoma. Proof of residence in the state may be established by:
   a. An affidavit from a secretary of a county election board certifying that the applicant is a registered voter in Oklahoma.
   b. Other documentary evidence of residence.

2. An applicant must be 21 years of age or older at the time of application.
   a. An applicant must submit, upon request, satisfactory proof of age.
3. A standard score of 35 or above on each of the parts of the test, and an average of 45 on all parts is necessary to qualify for the certificate. Test score results will be accepted only when certified from one of the following:
   a. United States Armed Force Institute.
   b. Approved testing center.
4. GED tests taken prior to September 1, 1965 are not acceptable.
5. Previous high school enrollment is not required.

APPLICATION THROUGH ADULT LEARNING CENTERS

An application must be made to the Section of Adult Education of the State Department of Education through the local Adult Learning Center on forms provided by the Section of Adult Education. These forms will be provided upon request. No fee will be charged by the State Department of Education for the issuance of the certificate; however, a fee is charged by the testing agency in Oklahoma authorized to administer the test. The fee is payable by the applicant to the testing agency at the time the tests are taken.

APPROVAL BY THE STATE DEPARTMENT OF EDUCATION

After the application has been received and approved by the Section of Adult Education, the applicant will be sent a letter of authorization which he or she will present to the Examiner in charge at the testing center selected by the applicant. A list of the testing centers in Oklahoma is enclosed. The applicant is responsible for making all arrangements with the testing center.

EXAMINATIONS

The applicant should submit his application and at the same time request the examiner in charge at the institute to forward the test results directly to the Section of Adult Education, State Department of Education, Oklahoma City, Oklahoma.

There are no dates set by the State Department for these examinations. Dates are set by the testing agency.

While most applicants make no special preparation before taking the GED tests, persons who wish to do so should review high school subject matter. Adult Learning Centers offer adult education classes at night for the purpose of helping applicants attain the educational background necessary to pass the tests. The local Adult Learning Center Director will be able to provide information about textbooks and availability of adult education classes.

These tests will require some ten to twelve hours to complete. Applicants should plan on two full days to take the tests.

Scores from GED tests which were not authorized by the Section of Adult Education of the State Department of Education will not be accepted. Exception is made for members of the Armed Forces and veterans and foreign nationals who have taken the tests through the USAFI.

PROCEDURE FOR SECURING THE CERTIFICATE

At the conclusion of the examinations, the applicant will secure from the Adult Learning Center Director an application blank requesting the issuance of a certificate of equivalency. He should fill out Part I and leave it with the testing official. The official will fill in Part II, certifying the score made by the applicant, and send the completed Part I and Part II of the form to the State Department. After being reviewed by the Section of Adult Education and if applicant has qualified, he or she will be sent the certificate of equivalency.

RE-EXAMINATION

An applicant who fails to qualify for the certificate on his or her first attempt may be approved for a second and third attempt, but only if a minimum of six months has elapsed since the previous attempt. Application is required each time tests are made.

PUBLIC SCHOOL ADULT LEARNING CENTERS:

Ada	Drumright	Idabel	Okmulgee	Shawnee
Altus	Duncan	Lakeside	Oklahoma City	Stigler
Anadarko	Durant	Lawton	Pawhuska	Stillwater
Antlers	Enid	McAlester	Poteau	Tahlequah
Ardmore	Elk City	Muskogee	Pryor	Tallhina
Chickasha	Guthrie	Norman	Pauls Valley	Tulsa
		Watonga	Wilburton	

Pilot Centers:

Small Center: Pryor

Director: J. O. Vencill
Pryor School District
P. O. Box 548
Pryor, Oklahoma 74361
Phone: 918 VA5-1255
2 teachers

Large Center: Tulsa

Director: George Marsh
Attn.: Bill Stinnett
Adult Education Division
Tulsa Public Schools
P. O. Box 45208
Tulsa, Oklahoma
Phone: 918 LU7-6243
7 teachers

I. A committee of Adult Learning Resource Directors was selected to develop a data card which all Centers could use and file as a permanent record card for each student entering ABE, as well as those enrolling for their high school diploma. This data card has been used for one year and found to be satisfactory. Therefore, the Centers plan to continue using it.

Baseline information is:

(Refer to Card)

Other baseline information would include factors affecting the learning experience of adults such as: (Teacher related)

1. Orientation
2. Time schedule
3. Methods and technique
4. Student-teacher planning
5. Relationship to other educational programs
6. Relationship to other agencies
7. Community resources used. (People, libraries, etc.)

Method of collecting information will be on a one-to-one basis between enrollee and teacher or counselor-teachers.

II. Methods we feel that will assist teachers to become more aware of the needs of Guidance and Counseling for the ABE students are:

1. A careful check of the information listed on the data card.
2. Observation of and conversation with the student in an effort to arrive at a more accurate, realistic view of the individual's goals, interests, and desires.
3. Realize the effect of each classroom experience and outside resource person on the individual student.

4. Record notes which will indicate the extent the student is becoming a self-directing member of a continuous student body.

III. Other staff and how we plan to work with them.

1. State Department of Education

The overall supervision and program direction is headed up by Dr. Joe Timken, State Director of Adult Basic Education. This special project is directed by Mattie Harrison, who is the Assistant Director of Adult Basic Education, and Mr. Blan Sandlin, Director of Guidance and Counseling, State Department of Education, serving as Consultant at the State level in Guidance and Counseling.

2. College Staff.

The project will also include the Division of Education and Psychology at Central State College. Central State College will provide consultant and research services. College persons involved are Dr. Edgar L. Petty, Counselor in Adult Basic Education; Dr. Richard Mitchell, Evaluation and Research; and Dr. Dale Jordan, Individualized Instructor.

The following agencies and services will be providing various counseling and guidance services:

1. Employment Security
2. Special Case Workers
3. Job Training Programs
4. Local Civic Groups
5. Civil Defense
6. Churches
7. Directors of other agencies such as named in the operational plan.

Close contact will be kept with such groups throughout the project.

IV. How will we evaluate accomplishments from the standpoint of the teacher?

Objectives will be established by each individual student involved in the Adult Learning Center Program. These will develop as a result of staff and teacher conferences and informal meetings with the individual student. It will be the intent of those evaluating the project to advise the staff and teachers in such a way as to have the objectives expressed in terms of changes in student behavior. This should make it possible to determine more accurately the extent to which the objectives have been accomplished or in the process of being accomplished. By reviewing methods and relationships between staff, teachers, and students, the effectiveness of the varied approaches to guidance and counseling and instruction can be evaluated.

V. Reporting

Once each month, pre-determined in August. (Dallas meeting)

VI & VII. Information and Utilization of Trained Teachers

At various times to meet the needs of individual centers, workshops will be conducted.

Incorporated in the workshops will be the Guidance and Counseling awareness materials which are deemed advisable for the specific personnel.

The Assistant Director of Adult Basic Education will serve as the Director of these workshops and will seek to make the most effective use of those staff members who were involved in the Texas and Oklahoma Guidance and Counseling Awareness Workshops Project in Region VI.

TEXAS

ADULT BASIC EDUCATION GUIDANCE AND COUNSELING IN TEXAS

SEPTEMBER 1969

Texas Plan
for Pilot Center Study and Implementation
of Guidance and Counseling Awareness Program

PART OF

The Evaluation of Guidance-Counseling in Office of Education Region VII and the Development of an Effective Guidance-Counseling Program for Adult Basic Education Students

Prepared by

Texas Education Agency
Ralph Mock, Program Director
Adult Basic Education

TEXAS PLAN
FOR PILOT CENTER STUDY AND IMPLEMENTATION OF GUIDANCE AND COUNSELING AWARENESS PROGRAM
AUGUST, 1969

I. Objective

The main objective of this pilot center study is to provide the Adult Basic Education teacher with information and experience which will enable him to be a more effective teacher by becoming more aware of the individual needs of adults.

II. Method

The method for achieving this objective will be a series of specially designed in-service meetings conducted by the pilot project staff: Dr. E. L. Linn, Southwest Texas State University; Edward Manigold, Texas Education Agency; and local school counselors and teacher trainers. The main source of information will be the "Guidance and Counseling Awareness Package" prepared by Region VII. Since the Phase I and Phase II reports of the Region VII Counseling and Guidance Project have revealed the basic problems involved in implementing a guidance awareness program, this study will begin with these reports as baseline data.

III. Selection of Pilot Centers

The two pilot centers will be Bexar County Schools (San Antonio) and Eagle Pass Independent School District. The rationale for selecting these two sites was that; one represents a large metropolitan center involving many teachers and students, and the other represents a small semi-rural community. The population of each pilot center is fairly representative of those in most other locations in the state. Although the ethnic make-up of the pilot center may not be representative of all

geographical regions, the problems encountered in teaching-counseling undereducated adults are similar.

IV. The Implementation of a Guidance Awareness In-Service Program

The challenge is to develop an increased awareness of the needs of Adult Basic Education students on the part of the teacher without adding duties to his teaching load and without adding new costs to the Adult Basic Education program. The basic plan for creating greater guidance awareness among teachers in the pilot centers will be to conduct a series of specially designed in-service meetings. These meetings will center around the Region VII "Guidance and Counseling Awareness Package." It may not be possible to use its entire contents, which would involve more than 16 hours of in-service time.

V. Bexar County In-service Plan

In Bexar County, it will virtually be impossible for the Pilot Project staff to meet in small groups with all 150 teachers. It is felt that small groups are most desirable, since one objective of the awareness program is to modify behavior through a different point of view or different attitude on the part of the teacher. The Project Staff will meet with 10 selected Adult Basic Education teachers and counselors. They, in turn, will meet with small groups of teachers throughout the year. The 10 teacher-trainers will be involved in a series of intensive meetings dealing with the material presented in the "package." The units stressed will be Awareness of Human Needs, Parts I and II, Dropout, Emotional Needs of the Adult (with additional material on Rational Emotive Training), Domestic Problems, and Referral Services. The teacher-trainer group will consist of Anglos, Mexican-Americans, and Negroes. Controlled sensitivity will be used to facilitate

inter-racial understanding and to give the teacher-trainers practice in dealing with the deeper feelings which are likely to emerge in a mixed group when the above units are introduced. After the teacher-trainers have made sufficient progress, in the opinion of Dr. Linn, they will go out in teams of two and set up similar groups among ABE teachers in Bexar County. In addition to the assimilation of the material in the Guidance and Counseling Master Unit, it is hoped that this project will create greater understanding on the part of staff and teachers of differences in value systems.

It is planned to begin the first meeting September 30 and conduct one four-hour meeting each month for about six months. The meetings with the teachers by the 10 teacher-trainers will be conducted as time permits. The teachers will meet for about two or three hours each month for six months also.

VI. Eagle Pass In-Service Plan

Since there are only 18 Adult Basic Education teachers in Eagle Pass, the pilot project staff will be able to work directly with the teachers in two small groups.

Selected topics from the "package" will be presented to the small groups in a series of two-to-four-hour meetings held once a month beginning Saturday, September 27. Since the teachers will be giving most of their time to the in-service meetings, a plan has been devised to rotate the day of the week and the time the in-service meetings are held. Partial monetary compensation for some of the meetings will be given.

The duration of the pilot center in-service meeting will be six months and will involve the project staff once a month. Some

additional in-service, on less critical problems, may be conducted by a local counselor utilizing the "package." This will be coordinated with the project staff.

VII. Evaluation of Pilot Project

The main areas to be evaluated are:

A. The number of drop-outs during 1969-70 as compared to 1968-69 school year

B. The number of new students enrolled through the year

C. The number of appropriate referrals made

D. The teacher's ability to deal more effectively with classroom problems

E. The teacher's increased ability to determine individualized needs (such as the number of individualized approaches to teaching-learning initiated).

PILOT CENTERS

	Arkansas	Louisiana	New Mexico	Oklahoma	Texas
Location Small	Newport Special School District in Jackson Co.	LaFourche Parish Guidance and Counseling Center	Las Vegas	Pryor	Eagle Pass
Director	Mr. Doyle Burke	Mr. Paul Gaudet	Mr. J. D. Vasquez	Mr. J. O. Vencill	Mr. Rudy Bowles
Location Large Pilot	Little Rock Vocational School	Rapides Parish Skill Center, Alexandria, La.	Albuquerque	Tulsa	San Antonio
Director	Mrs. Martha Nelsen	Mrs. Lucille Peach	Mr. Cleto Duran	Mr. George Marsh	Mr. Robert Avina
General Plan of Operation	Individual interviews plus extensive demographic and personality baseline on each student. 30-35 certified counselors will take part in project.	In-service with guidance and counseling master unit and then adaptation of specific concepts from this training. "Store front counselor" to move from town to town, tie in ABE recruitment with entire community's needs.	In-service plus indepth development of a learning unit on family and social living to form basis for group guidance sessions. This unit will be videotaped by ABE students themselves.	Emphasis on individualized instruction, detailed personal records. Goals to be set by individual students.	Group process, controlled sensitivity methods will be used to develop appreciation of and tolerance for value systems of all ethnic groups involved. Teacher trainers in large pilot--direct work with teachers in small pilot.

PART III
IMMEDIATE RESULTS AND LONG RANGE ASPIRATIONS

Evaluation

Since each state has latitude in the design it chooses for the pilot centers, there must be latitude in the type of evaluation used. The means of evaluation will be chosen in advance, however, so that baseline data of an appropriate nature may be collected and used as a yardstick by which to assess progress at the end of the year.

On a regional basis, a systematic effort will be made to develop predictors for success in teaching, administering, supervising, counseling, or working as a para-professional in Adult Basic Education. Two biographical data forms, one for ABE students and one for teachers, administrators, supervisors, counselors, and para-professionals--all members of the pilot center staff--have been developed at The University of Texas at Austin. If personal background information can be correlated with success in teaching or other staff work or with efficient learning on the part of ABE students, then we will have predictors for the selection of staff and a better picture of the type of student which the current curriculum reaches. A control group in each state consisting of subjects eligible for ABE but not enrolled will reveal whether or not the "out" group is radically different from the "in" group. If significant differences do exist, then we will be in a position to determine whether the ABE guidance and counseling program might be amended to serve all those eligible. The results of the regional study will be analyzed and interpreted by Mr. Don Witske of The University of Texas Educational Psychology Department, who also did the pre and post test analysis for the Guidance and Counseling Master Unit.

An attempt will be made to correlate biographical data forms which will be administered at the pilot centers with successful teacher or staff performance, or successful learning on the part of ABE students. (Appendix B contains examples of both forms of the questionnaire.) From these results we should be able to determine what attributes (personal characteristics) contribute most to effective teaching or staff performance in ABE personnel. Then we can either screen for people who possess these characteristics or attempt to develop better in-service techniques for strengthening them in the people we already have.

In a somewhat analogous fashion, we hope to learn what type ABE students benefits from the current program and what type or types do not. Then we may be able to modify or add to our program so as to bring potential students currently unenrolled. This section of the evaluation program is not an effort to evaluate the Guidance and Counseling Master Unit or the success of pilot centers in any individual state, but should be thought of only as an outgrowth of the pilot centers. It should provide us with the largest amount of valuable information with the least expenditure of money, but it will not be used to assess the quality of the pilots in any particular state.

Implications

The general reaction to the Region VII Guidance and Counseling Project, at both the state and national levels, has been favorable. The concrete results of our efforts are apparent; a baseline of statistical information on the status of Adult Basic Education in our region and an effective tool for modifying them in the form of the Guidance and Counseling Master Unit.

The intangible benefits of working together as a region are more difficult to enumerate. It would certainly not be honest to state that this project has been developed in an atmosphere of perfect harmony. There have been and are sharp differences of opinion as to goals and methods, but the benefits of coming together and sharing our strengths and weaknesses far outweigh the moments of irritation and discouragement. One of the factors which seems to have prevented more rapid progress in Adult Basic Education has been the comparative isolation in which most ABE people work. Fellow teachers, members of the community, and, sometimes, even supervisory personnel, often do not understand the nature of adult education. There is real encouragement and much information to be gained from familiarity with the work going on in the entire region.

It is hoped that the coming year will produce more of the type of information and problem sharing which we have all found so helpful, and that the results of our planning and research may prove to be of benefit to all workers in the field of adult education.

APPENDIX A

TABLE I

Item Number		Regional Institute		Arkansas		Louisiana		Oklahoma	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	M	18.16	19.48	11.06	19.33	17.06	18.61	14.37	18.79
	S.D.	5.62	1.94	10.05	2.29	7.19	3.15	9.14	3.93
2	M	18.58	19.66	18.30	19.84	18.91	19.80	18.94	19.55
	S.D.	4.16	2.11	4.47	1.04	3.93	1.17	3.00	2.41
3	M	12.24	17.71	11.74	19.42	12.29	18.89	10.87	17.03
	S.D.	4.98	3.76	6.05	1.39	5.38	2.75	5.29	5.08
4	M	14.10	17.58	10.72	18.58	13.56	16.11	10.34	15.65
	S.D.	6.13	5.54	6.08	4.19	4.68	5.54	5.42	6.28
5	M	17.58	16.53	18.47	11.02	17.65	15.64	15.44	10.34
	S.D.	4.79	6.13	3.96	8.94	4.85	5.84	6.08	7.98
6	M	13.16	19.45	14.81	19.67	18.00	18.89	16.12	19.65
	S.D.	8.81	2.70	7.25	2.24	5.10	3.80	7.04	1.29
7	M	14.74	19.74	13.83	19.11	16.18	18.00	11.56	19.31
	S.D.	8.62	1.62	9.04	4.17	7.79	5.85	9.87	3.71
8	M	17.76	20.00	19.15	19.22	18.97	18.61	17.65	19.65
	S.D.	4.75	0.0	3.35	1.83	2.96	2.85	4.75	1.86
9	M	13.26	19.60	8.62	19.11	7.12	19.30	3.06	19.31
	S.D.	6.57	1.37	8.40	2.21	7.88	2.12	6.03	3.71
10	M	16.26	20.00	14.13	20.00	16.26	19.64	14.48	19.17
	S.D.	4.41	0.0	6.42	0.0	4.74	2.17	4.88	3.10

TABLE I (continued)

Number		Regional Institute		Arkansas		Louisiana		Oklahoma	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
11	M	17.81	20.00	13.40	19.67	16.47	18.92	11.22	19.48
	S.D.	4.76	0.0	6.92	1.65	4.53	2.88	8.14	2.04
12	M	16.84	19.84	18.36	19.73	18.91	18.92	16.64	19.17
	S.D.	6.31	.97	4.76	1.40	3.06	2.97	5.49	2.41
13	M	17.00	19.97	11.70	18.87	15.29	17.92	12.03	17.00
	S.D.	6.05	4.38	8.42	3.40	6.02	5.19	7.81	5.46
14	M	16.08	19.87	13.94	19.71	16.18	18.75	13.12	19.83
	S.D.	5.42	.81	6.75	1.94	5.65	4.69	6.32	.93
15	M	18.16	18.16	17.34	20.00	17.06	17.22	18.75	19.31
	S.D.	5.62	5.62	6.74	0.0	7.19	6.59	4.92	3.71
16	M	17.89	17.18	17.77	19.00	19.12	17.69	17.34	19.76
	S.D.	5.53	6.11	5.97	3.69	3.79	5.25	5.53	1.30
17	M	5.87	19.37	4.38	19.55	2.44	19.53	1.22	19.31
	S.D.	7.73	2.37	6.36	2.98	5.61	2.14	3.95	3.71
18	M	9.42	16.47	10.17	17.71	12.09	16.47	8.06	15.39
	S.D.	7.16	4.68	7.93	4.57	6.85	3.11	6.72	5.00
19	M	11.63	17.05	7.68	18.38	10.09	18.50	5.03	16.72
	S.D.	7.53	3.68	7.97	2.81	6.91	2.97	7.16	4.35
20	M	16.84	20.00	18.15	20.00	18.88	20.00	16.10	19.76
	S.D.	7.05	0.0	5.33	0.0	3.27	0.0	7.05	1.30
21	M	11.58	16.92	8.19	19.11	12.65	17.78	7.10	14.65
	S.D.	8.94	7.22	8.81	4.17	8.19	6.37	8.92	8.86

TABLE II

PRE-TEST Test Question	Section	POST-TEST Test Question	Section
1.	I	1.	IX
2.	I	2.	IX
3.	II	3.	VIII
4.	II	4.	VIII
5.	II	5.	VIII
6.	III	6.	VIII
7.	III	7.	VII
8.	IV	8.	VII
9.	IV	9.	VI
10.	V	10.	VI
11.	VI	11.	VI
12.	VI	12.	V
13.	VI	13.	IV
14.	VII	14.	IV
15.	VII	15.	III
16.	VIII	16.	III
17.	VIII	17.	I
18.	VIII	18.	II
19.	VIII	19.	II
20.	IX	20.	I
21.	IX	21.	I

APPENDIX B

BIOGRAPHICAL DATA FORM--STUDENTS

for

Region VII Guidance and Counseling Project Pilot Centers

Prepared by

Extension Teaching and Field Service Bureau

The University of Texas at Austin

PROJECT IDENTIFICATION NUMBER _____

Your Name (Please Print) Mr.
Miss
Mrs. _____
(Last) (First) (Middle)

Home Address _____

Name of School _____

City _____ County _____

The following forms are intended to find out how students view themselves and their work.

The following forms are designed so that your responses can be punched directly into IBM punchcards for machine processing.

After your answers have been punched, this cover sheet, bearing your name, will be destroyed.

The information which you supply about yourself will not be made public or given to the schools, and no specific person will be identified in any of the research analysis.

Please use a number 2 pencil to fill out all forms.

1. Your present age in years:

   0. Under 21
   1. 21-25
   2. 26-30
   3. 31-36
   4. 36-40
   5. 41-45
   6. 46-50
   7. 51-55
   8. 56-60
   9. 61-and older

2. Your present marital status:

   1. Single
   2. Married
   3. Separated
   4. Divorced
   5. Widowed
   6. Remarried

3. How many children do you have?

   0. None
   1. One
   2. Two
   3. Three
   4. Four
   5. Five
   6. Six or more

4. Typical kind of community in which you lived longest as a child:

   1. Rural or farm
   2. Less than 500 people
   3. 500-2500 people
   4. 2501-7500 people
   5. 7501-10,000 people
   6. 10,001-25,000 people
   7. 25,001-100,000 people
   8. 100,001-500,000 people
   9. More than 500,000 people

5. How many times did your family move from one community to another before you reached 18 years of age?

   1. Family did not move
   2. Family moved only once
   3. Moved 2-3 times
   4. Moved 4-6 times
   5. Moved more than 6 times

6. How many brothers and sisters living or deceased do you have?

   0. None
   1. One
   2. Two
   3. Three
   4. Four
   5. Five
   6. Six
   7. Seven
   8. Eight
   9. More than eight

7. How do you rank with your brothers and/or sisters in age?

   1. Only child
   2. Eldest child
   3. Older than the middle child, but not the eldest
   4. Middle child
   5. Younger than the middle child, but not the youngest child
   6. Youngest child

8. If your parents were separated by death, divorce, or other circumstances, what was your age when this occurred?

   1. Under one year
   2. One to three years
   3. Three to five years
   4. Five to seven years
   5. Seven to nine years
   6. Nine to eleven years
   7. Eleven to thirteen years
   8. Thirteen to fifteen years
   9. Over fifteen years

9. Your home situation during most of childhood and youth:

   1. Lived with relatives of my family
   2. Lived in a foster home
   3. Lived in a children's home
   4. Parents separated or divorced, lived with each part of time
   5. Parents separated or divorced, lived with one parent only

9. Continued

   6. Reared by friends of family
   7. One parent deceased, lived with supervisor
   8. Was adopted
   9. Lived with both natural parents

10. During school years, as you recall them, about how often did you consul with your teachers regarding things that were important to you?

    1. Never
    2. Rarely
    3. Occasionally
    4. Fairly often
    5. Frequently
    6. Very frequently

11. What was the highest level of formal education completed by your father?

    0. None
    1. Grade school or less
    2. High school, but did not graduate
    3. High school diploma (graduated)
    4. Commercial, trade, or similar schooling beyond high school
    5. Some college, but did not graduate
    6. College graduate (Bachelor's degree)
    7. Some postgraduate study, but no graduate degree
    8. Master's degree
    9. Doctor's degree (Ph.D., M.D., et al.)

12. Highest level of formal education completed by your mother?

    0. None
    1. Grade school or less
    2. High school, but did not graduate
    3. High school diploma (graduated)
    4. Commercial, trade, or similar schooling beyond high school
    5. Some college, but did not graduate
    6. College graduate (Bachelor's degree)

12. Continued

7. Some postgraduate study, but no graduate degree
8. Master's degree
9. Doctor's degree (Ph. D., M. D., et al.)

13. Of people about your age, with which group are you most likely to be associated? Those who:

1. Have good imaginations. They have new ideas and new ways of doing things.
2. Seem to enjoy everthing they do. They welcome the chance to do new things.
3. See things to do and go ahead and do them on their own initiative.
4. Know when they have done things well and have confidence in what they do. They don't need to be encouraged by others to feel self-confident.
5. Are sort of quiet. They are often "just not noticed" very much.
6. Depend upon older people for advice about quite a few things. They like to have the approval of their elders.
7. Have to be told pretty much how to do things. They don't very much like to do things on their own.
8. Are frequently "left out" of things. They don't seem really to care what others think of them, and others tend to "leave them out."
9. Don't seem to enjoy life very much. They do enough to get by, but not much more.

14. What is (was) your father's religious or church affiliation?

Note: First encircle the correct group number, then underline the correct denomination.

0. None

14. Continued

1. Jewish
2. Roman Catholic
3. Unitarian; Universalist
4. Episcopalian; Lutheran; Presbyterian
5. Congregational; Methodist
6. Baptist; Disciples of Christ (Christian Church); Church of Christ
7. Quaker; Christian Science; Morman
8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
9. Other _____

15. Concerning church attendance, father:

1. Did not attend
2. Attended services extremely rarely
3. Attended church only on occasion
4. Attended church about once a month
5. Attended about twice a month
6. Regularly attended general Sunday service only
7. Regularly attended all Sunday services
8. Regularly attended all Sunday services and others during the week in addition

16. How would you characterize your father with respect to religious matters?

1. Religion was the dominant concern of his life
2. Religious concerns were very important to him, but not predominant
3. Religious matters were neither of more nor less concern to him than other matters but he was not indifferent
4. He was more or less indifferent to religious matters
5. He was sometimes impatient with religious matters and concerns

16. Continued

6. He regarded religious matters as irrelevant to him
7. He rejected religion and its concerns

17. What is (was) your mother's religious or church affiliation?

Note: First encircle the correct group number, then underline the correct denomination.

0. None
1. Jewish
2. Roman Catholic
3. Unitarian; Universalist
4. Episcopalian; Lutheran; Presbyterian
5. Congregationalist; Methodist
6. Baptist; Disciples of Christ (Christian Church); Church of Christ
7. Quaker; Christian Science; Morman
8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
9. Other _____

18. Concerning church attendance; mother:

1. Did not attend
2. Attended services extremely rarely
3. Attended church only on occasion
4. Attended church about once a month
5. Attended about twice a month
6. Regularly attended general Sunday service only
7. Regularly attended all Sunday services
8. Regularly attended all Sunday services and others during the week in addition

19. How would you characterize your mother with respect to her concern for religious matters?

1. Religious matters were the dominant concern in life

19. Continued

2. Religious concerns were very important to her, but not predominant
3. Religious matters were neither of more or less concern to her than other matters, but she was not indifferent
4. Whe was more or less indifferent to religious matters
5. She was sometimes impatient with religious matters and concerns
6. She regarded religious matters as irrelevant to her
7. She rejected religion and its concerns

20. In your childhood home, did all the family attend church services together?

1. Almost always
2. Regularly
3. Quite often
4. About half the time
5. Occasionally
6. Only irregularly
7. Rarely
8. Never

21. What is your religious or church affiliation?

0. None
1. Jewish
2. Roman Catholic
3. Unitarian or Universalist
4. Episcopalian; Lutheran; Presbyterian
5. Congregational; Methodist
6. Baptist; Disciples of Christ (Christian Church); Church of Christ
7. Quaker; Christian Science; Morman
8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
9. Other _____

22. Concerning church attendance, I:

1. No longer attend services

22. Continued

2. Attend services extremely rarely
3. Attend church only on occasion
4. Attend church about once a month
5. Attend about twice a month
6. Regularly attend the general service on Sunday only
7. Regularly attend all services on Sunday
8. Regularly attend all Sunday services and other services during the week in addition

23. How would you characterize yourself with respect to your concern for religious matters?

1. Religious matters are the dominant concern in my life
2. Religious concerns are very important to me, but are not predominant ones
3. Religious matters are neither of more nor less concern to me than are other matters, but I'm not indifferent
4. I'm more or less indifferent to religious matters and concerns
5. I am sometimes impatient with religious matters and concerns
6. I regard religious matters as irrelevant to me
7. I reject religion and its concerns

24. Of the following, which tends to inconvenience you most?

1. Hay fever
2. Migraine headaches
3. Skin disorders
4. Back trouble
5. Allergies
6. Chronic upset stomach
7. Asthma
8. Colitis
9. None of these

25. Of the following, which tends to inconvenience you most?

1. Arthritis

25. Continued

2. Diabetes
3. Heart condition
4. High blood pressure
5. Trouble sleeping
6. Spells of dizziness
7. Hands tremble
8. Hands feel damp
9. None of these

26. What is the highest level of formal education completed by your spouse?

0. None
1. Grade school or less
2. High school, but did not graduate
3. High school diploma (graduated)
4. Commercial, trade, or similar schooling beyond high school
5. Some college, but did not graduate
6. College graduate (Bachelor's degree)
7. Some postgraduate study, but no graduate degree
8. Master's degree
9. Doctor's degree (Ph.D., M.D., et al.)

27. What is the most typical type of home in which you have lived as an adult? (After marriage if married)

1. Rented house
2. Rented apartment
3. Own house
4. Parent's or in-law's house
5. Other _____

28. Racial or ethnic background

1. Mexican-American
2. Negro
3. White

29. Who do you believe had the greatest influence on your values, attitudes and interests?

1. My father, definitely
2. Probably my father
3. Father and mother equally

29. Continued

4. Probably my mother
5. My mother, definitely
6. A relative other than one of my parents--please specify: (e.g., aunt)_____
7. An individual other than a parent or relative

30. Do you know the name of your child's superintendent?

Yes No (Circle one)

31. Do you attend the PTA?

Yes No (Circle one)

32. Do you know any of the teachers of your children?

Yes No (Circle one)

33. Do you know what the ABE Program is?

Yes No (Circle one)

34. How did you find out about the ABE Program?

1. Through someone now enrolled in the ABE Program
2. Through someone who was once enrolled in an ABE Program
3. Newspaper
4. Television
5. Through an acquaintance who has never been enrolled in ABE but knows about it

35. What was your maximum grade level attained?

0. Never attended school
1. First
2. Second
3. Third
4. Fourth
5. Fifth
6. Sixth
7. Seventh
8. Eighth

36. Why did you leave school?

1. To go to work
2. Became discouraged with school
3. Family thought it was unnecessary
4. I thought it was unnecessary

37. Did the school make any contact with you after you left?

Yes No (Circle one)

38. What was your overall grade average before you left school?

A B C D F (Circle one)

39. Are you encouraging your children to stay in school?

Yes No (Circle one)

40. Do you have a full-time job?

Yes No (Circle one)

41. Do you have more than one job?

Yes No (Circle one)

42. If yes, how many?

2 3 4 5 (Circle one)

43. What language is spoken in your home?

English Spanish French

44. If currently in ABE, what do you expect from your classes?

1. Self-improvement
2. A better job
3. Social contacts

45. If you formerly were enrolled in ABE but have dropped out, why did you leave?

    1. The work was too difficult.
    2. Other responsibilities (job, home, children, etc.), were too pressing.
    3. I did not like the teacher.
    4. The materials I had to use were childish.

46. If you are eligible for ABE but are not attending classes, why not?

    1. I am timid about meeting people.
    2. I have been out of school for so long that I am afraid I could not do the work.
    3. I have no baby sitter.
    4. I worry that other students in the class will look down on me.

BIOGRAPHICAL DATA FORM--TEACHERS, ADMINISTRATORS, STAFF

for

Region VII Guidance and Counseling Project Pilot Centers

Prepared by

Extension Teaching and Field Service Bureau

The University of Texas at Austin

PROJECT IDENTIFICATION NUMBER _____

Your Name (Please Print) Mr.
Miss
Mrs. _____
(Last) (First) (Middle)

Home Address _____

Name of School _____

City _____ County _____

The following forms are intended to find out how students view themselves and their work.

The following forms are designed so that your responses can be punched directly into IBM punchcards for machine processing.

After your answers have been punched, this cover sheet, bearing your name, will be destroyed.

The information which you supply about yourself will not be made public or given to the schools, and no specific person will be identified in any of the research analysis.

Please use a number 2 pencil to fill out all forms.

1. Your present age in years:

   0. Under 21
   1. 21-25
   2. 26-30
   3. 31-36
   4. 36-40
   5. 41-45
   6. 46-50
   7. 51-55
   8. 56-60
   9. 61-and older

2. Your present marital status:

   1. Single
   2. Married
   3. Separated
   4. Divorced
   5. Widowed
   6. Remarried

3. How many children do you have?

   0. None
   1. One
   2. Two
   3. Three
   4. Four
   5. Five
   6. Six or more

4 Typical kind of community in which you lived longest as a child:

   1. Rural or farm
   2. Less than 500 people
   3. 500-2500 people
   4. 2501-7500 people
   5. 7501-10,000 people
   6. 10,001-25,000 people
   7. 25,001-100,000 people
   8. 100,001-500,000 people
   9. More than 500,000 people

5. How many times did your family move from one community to another before you reached 16 years of age?

   1. Family did not move
   2. Family moved only once
   3. Moved 2-3 times
   4. Moved 4-6 times
   5. Moved more than 6 times

6. How many brothers and sisters living or deceased do you have?

   0. None
   1. One
   2. Two
   3. Three
   4. Four
   5. Five
   6. Six
   7. Seven
   8. Eight
   9. More than eight

7. How do you rank with your brothers and/or sisters in age?

   1. Only child
   2. Eldest child
   3. Older than the middle child, but not the eldest
   4. Middle child
   5. Younger than the middle child, but not the youngest child
   6. Youngest child

8. If your parents were separated by death, divorce, or other circumstances, what was your age when this occurred?

   1. Under one year
   2. One to three years
   3. Three to five years
   4. Five to seven years
   5. Seven to nine years
   6. Nine to eleven years
   7. Eleven to thirteen years
   8. Thirteen to fifteen years
   9. Over fifteen years

9. Your home situation during most of childhood and youth:

   1. Lived with relatives of my family
   2. Lived in a foster home
   3. Lived in a children's home
   4. Parents separated or divorced, lived with each part of time
   5. Parents separated or divorced, lived with one parent only

9. Continued --

   6. Reared by friends of family
   7. One parent deceased, lived with supervisor
   8. Was adopted
   9. Lived with both natural parents

10. During school years, as you recall them, about how often did you consult with your teachers regarding things that were important to you?

   1. Never
   2. Rarely
   3. Occasionally
   4. Fairly often
   5. Frequently
   6. Very frequently

11. What was the highest level of formal education completed by your father?

   0. None
   1. Grade school or less
   2. High school, but did not graduate
   3. High school diploma (graduated)
   4. Commercial, trade, or similar schooling beyond high school
   5. Some college, but did not graduate
   6. College graduate (Bachelor's degree)
   7. Some postgraduate study, but no graduate degree
   8. Master's degree
   9. Doctor's degree (Ph.D., M.D., et al.)

12. Highest level of formal education completed by your mother?

   0. None
   1. Grade school or less
   2. High school, but did not graduate
   3. High school diploma (graduated)
   4. Commercial, trade, or similar schooling beyond high school
   5. Some college, but did not graduate
   6. College graduate (Bachelor's degree)

12. Continued

7. Some postgraduate study, but no graduate degree
8. Master's degree
9. Doctor's degree (Ph. D., M. D., et al.)

13. Of people about your age, with which group are you most likely to be associated? Those who:

1. Have good imaginations. They have new ideas and new ways of doing things.
2. Seem to enjoy everthing they do. They welcome the chance to do new things.
3. See things to do and go ahead and do them on their own initiative.
4. Know when they have done things well and have confidence in what they do. They don't need to be encouraged by others to feel self-confident.
5. Are sort of quiet. They are often "just not noticed" very much.
6. Depend upon older people for advice about quite a few things. They like to have the approval of their elders.
7. Have to be told pretty much how to do things. They don't very much like to do things on their own.
8. Are frequently "left out" of things. They don't seem really to care what others think of them, and others tend to "leave them out."
9. Don't seem to enjoy life very much. They do enough to get by, but not much more.

14. What is (was) your father's religious or church affiliation?

Note: First encircle the correct group number, then underline the correct denomination.

0. None

14. Continued

1. Jewish
2. Roman Catholic
3. Unitarian; Universalist
4. Episcopalian; Lutheran; Presbyterian
5. Congregational; Methodist
6. Baptist; Disciples of Christ (Christian Church); Church of Christ
7. Quaker; Christian Science; Morman
8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
9. Other _____

15. Concerning church attendance, father:

1. Did not attend
2. Attended services extremely rarely
3. Attended church only on occasion
4. Attended church about once a month
5. Attended about twice a month
6. Regularly attended general Sunday service only
7. Regularly attended all Sunday services
8. Regularly attended all Sunday services and others during the week in addition

16. How would you characterize your father with respect to religious matters?

1. Religion was the dominant concern of his life
2. Religious concerns were very important to him, but not predominant
3. Religious matters were neither of more nor less concern to him than other matters but he was not indifferent
4. He was more or less indifferent to religious matters
5. He was sometimes impatient with religious matters and concerns

16. Continued

6. He regarded religious matters as irrelevant to him
7. He rejected religion and its concerns

17. What is (was) your mother's religious or church affiliation?

Note: First encircle the correct group number, then underline the correct denomination.

0. None
1. Jewish
2. Roman Catholic
3. Unitarian; Universalist
4. Episcopalian; Lutheran; Presbyterian
5. Congregationalist; Methodist
6. Baptist; Disciples of Christ (Christian Church); Church of Christ
7. Quaker; Christian Science; Morman
8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
9. Other _____

18. Concerning church attendance; mother:

1. Did not attend
2. Attended services extremely rarely
3. Attended church only on occasion
4. Attended church about once a month
5. Attended about twice a month
6. Regularly attended general Sunday service only
7. Regularly attended all Sunday services
8. Regularly attended all Sunday services and others during the week in addition

19. How would you characterize your mother with respect to her concern for religious matters?

1. Religious matters were the dominant concern in life

19. Continued

2. Religious concerns were very important to her, but not predominant
3. Religious matters were neither of more or less concern to her than other matters, but she was not indifferent
4. Whe was more or less indifferent to religious matters
5. She was sometimes impatient with religious matters and concerns
6. She regarded religious matters as irrelevant to her
7. She rejected religion and its concerns

20. In your childhood home, did all the family attend church services together?

1. Almost always
2. Regularly
3. Quite often
4. About half the time
5. Occasionally
6. Only irregularly
7. Rarely
8. Never

21. What is your religious or church affiliation?

0. None
1. Jewish
2. Roman Catholic
3. Unitarian or Universalist
4. Episcopalian; Lutheran; Presbyterian
5. Congregational; Methodist
6. Baptist; Disciples of Christ (Christian Church); Church of Christ
7. Quaker; Christian Science; Morman
8. Pentecostal; Gospel Tabernacle; Holiness; Jehovah's Witnesses
9. Other _____

22. Concerning church attendance, I:

1. No longer attend services

22. Continued

2. Attend services extremely rarely
3. Attend church only on occasion
4. Attend church about once a month
5. Attend about twice a month
6. Regularly attend the general service on Sunday only
7. Regularly attend all services on Sunday
8. Regularly attend all Sunday services and other services during the week in addition

23. How would you characterize yourself with respect to your concern for religious matters?

1. Religious matters are the dominant concern in my life
2. Religious concerns are very important to me, but are not predominant ones
3. Religious matters are neither of more nor less concern to me than are other matters, but I'm not indifferent
4. I'm more or less indifferent to religious matters and concerns
5. I am sometimes impatient with religious matters and concerns
6. I regard religious matters as irrelevant to me
7. I reject religion and its concerns

24. Of the following, which tends to inconvenience you most?

1. Hay fever
2. Migraine headaches
3. Skin disorders
4. Back trouble
5. Allergies
6. Chronic upset stomach
7. Asthma
8. Colitis
9. None of these

25. Of the following, which tends to inconvenience you most?

1. Arthritis

25. Continued

2. Diabetes
3. Heart Condition
4. High blood pressure
5. Trouble sleeping
6. Spells of dizziness
7. Hands tremble
8. Hands feel damp
9. None of these

26. What is the highest level of formal education completed by your spouse?

0. None
1. Grade school or less
2. High school, but did not graduate
3. High school diploma (graduated)
4. Commercial, trade, or similar schooling beyond high school
5. Some college, but did not graduate
6. College graduate (Bachelor's degree)
7. Some postgraduate study, but no graduate degree
8. Master's degree
9. Doctor's degree (Ph. D., M. D., et al.)

27. What is the most typical type of home in which you have lived as an adult? (After marriage if married)

1. Rented house
2. Rented apartment
3. Own house
4. Parent's or in-law's house
5. Other_____

28. Racial or ethnic background

1. Mexican-American
2. Negro
3. White

29. Who do you believe had the greatest influence on your values, attitudes and interests?

1. My father, definitely
2. Probably my father
3. Father and mother equally

29. Continued

4. Probably my mother
5. My mother, definitely
6. A relative other than one of my parents--please specify: (e.g., aunt)_____
7. An individual other than a parent or relative

30. What was your overall grade average in college?

A B C D F (Circle one)

31. Do you have more than one job?

Yes No (Circle one)

32. During your childhood, what language was spoken in your home?

English Spanish French (Circle one)

33. Do you have any college courses in ABE?

Yes No (Circle one)

34. Would you take college courses in ABE during the summer if they were offered?

Yes No (Circle one)

35. Are you interested in working toward an M.A. in Adult Basic Education?

Yes No (Circle one)

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